



GED

TESTING

SERVICE<sup>®</sup>



**Introducing the  
2014 GED<sup>®</sup> Test Item Samplers**

# » Item Samplers – Overview

- The 2014 GED® Test Item Samplers are tools designed for adult educators and others to introduce examples of the questions that will appear on the 2014 GED® test.



# » Item Samplers - Purposes

The purposes of the Item Samplers are to help educators

- Understand the item types used in each test
- View the content in context of
  - test items and
  - a simulated computer-based testing environment
- Identify the assessment target and indicator for each item
- Understand the rationale for the correct answer
- Understand the rationale for the incorrect answers
- Understand the criteria for evaluating constructed response items



## » Item Samplers – Content Areas

- There are four Item Samplers, one for each content area of the 2014 GED® test
  - Reasoning Through Language Arts
  - Mathematical Reasoning
  - Science
  - Social Studies



## » Item Samplers – Formats

- The Item Samplers are available in three different formats, all containing the same information. You can
  - Access the Item Samplers using your web browser and Internet connection, or
  - Download the Item Samplers for use in situations where you will not have an active Internet connection, or
  - View or download a printable PDF containing all the content of the Item Samplers
    - for use in situations that focus on the *content* of the test questions rather than the *computer functionality*



## » Web-based Item Samplers - Functionality

- The Item Samplers have the look and functionality of the operational test in 2014, but are simulations of the actual testing software, not the testing software itself
  - The Item Samplers run on the internet, while the real test, just like the current 2002 GED® test on computer, will only be given in official GED Testing Centers
  - While the Item Samplers provide scoring information, they don't include any actual scoring functionality



# » Item Samplers – Content and Functionality

- Each sampler presents questions that represent both
  - The content that will be covered on the 2014 GED® test as well as
  - The functionality of various item types



# Item Samplers - Stimulus

- The stimulus material that the item is based on generally appears on the left-hand pane of the screen


The screenshot displays a testing interface with a blue header. On the left, a yellow circle highlights the stimulus material. The stimulus includes an excerpt from *Anne of Green Gables* by L. M. Montgomery, a photograph of a woman in a long dress and hat walking on a path, and three numbered paragraphs of text. On the right, a question asks the user to drag and drop words that describe Anne into a character web. The character web has a central oval labeled 'Anne' and two empty ovals below it. Below the web are five ovals containing the words: dramatic, practical, satisfied, enthusiastic, and disappointed. Navigation buttons for 'Previous' and 'Next' are at the bottom right of the interface.

RLA Candidate Name Question 3 of 10

Answer Explanation Flag for Review

page 1 page 2 page 3 page 4

Excerpt from *Anne of Green Gables*  
by L. M. Montgomery



1 Marilla came briskly forward as Matthew opened the door. But when her eyes fell on the odd little figure in the stiff, ugly dress, with the long braids of red hair and the eager, luminous eyes, she stopped short in amazement.

2 "Matthew Cuthbert, who's that?" she exclaimed. "Where is the boy?"

3 "There wasn't any boy," said Matthew wretchedly. "There was only *her*."

Drag and drop each word that describes Anne into the character web.

```
graph TD; Anne((Anne)) --- A1(( )); Anne --- A2(( ));
```

dramatic practical satisfied  
enthusiastic disappointed

← Previous Next →



# Item Samplers - Stimulus

- If the stimulus material is brief, however, the screen will not be split into left and right-hand panes, and the stimulus and the question will all appear in one central window.

The screenshot displays a testing interface for Social Studies. At the top, it shows 'Social Studies - Candidate Name' and 'Question 8 of 12'. Below this, there are buttons for 'Answer Explanation' and 'Flag for Review'. The main content area contains a stimulus material excerpt from a 1947 speech by President Harry Truman. The excerpt is enclosed in a yellow oval. Below the excerpt, a question asks: 'Based on the excerpt, why did the United States provide financial assistance to Greece and Turkey?'. Four multiple-choice options are listed: A. to eliminate public protests, B. to prevent government corruption, C. to uphold international agreements, and D. to shape their foreign policy. At the bottom of the interface, there are navigation buttons for 'Previous' and 'Next'.

Social Studies - Candidate Name Question 8 of 12

Answer Explanation

The excerpt below is from a 1947 speech by President Harry Truman.

I am fully aware of the broad implications involved if the United States extends assistance to Greece and Turkey. . . .

One of the primary objectives of the foreign policy of the United States is the creation of conditions in which we and other nations will be able to work out a way of life free from coercion. This was a fundamental issue in the war with Germany and Japan. Our victory was won over countries which sought to impose their will, and their way of life, upon other nations.

To ensure the peaceful development of nations, free from coercion, the United States has taken a leading part in establishing the United Nations. The United Nations is designed to make possible lasting freedom and independence for all its members. We shall not realize our objectives, however, unless we are willing to help free peoples to maintain their free institutions and their national integrity against aggressive movements that seek to impose upon them totalitarian regimes. . . .

This excerpt is taken from the public domain.

Based on the excerpt, why did the United States provide financial assistance to Greece and Turkey?

- A. to eliminate public protests
- B. to prevent government corruption
- C. to uphold international agreements
- D. to shape their foreign policy

# Item Samplers - Stimulus

- The stimulus material may be “tabbed” – each tab representing pages or “screens” of material to be read.
  - the use of tabs
    - reduces scrolling and
    - makes the materials more readily accessible.

The screenshot displays a digital testing interface. At the top, it shows 'RLA - Candidate Name' and 'Question 3 of 10'. Below this is a navigation bar with tabs labeled 'page 1', 'page 2', 'page 3', and 'page 4'. The 'page 2' tab is highlighted with a yellow circle. The main content area is divided into two columns. The left column contains an excerpt from 'Anne of Green Gables' by L. M. Montgomery, accompanied by a photograph of a woman in a long dress and hat walking on a path. Below the excerpt are three numbered questions. The right column contains a character web activity with the instruction 'Drag and drop each word that describes Anne into the character web.' The character web consists of a central circle labeled 'Anne' with three empty circles below it. Below the web are five words in ovals: 'dramatic', 'practical', 'satisfied', 'enthusiastic', and 'disappointed'. At the bottom of the interface are 'Previous' and 'Next' navigation buttons.

# Item Samplers - Stimulus

- For some questions the stimulus materials might consist of several different documents – for example, a chart, an article, and an excerpt from a source document like the constitution – each appearing on one or more tabs.

Social Studies - Candidate Name

Question 3 of 12

Answer Explanation Flag for Review

page 1 page 2 page 3

The chart below describes the four methods used to amend the U.S. Constitution.

Four Methods of Amending the U.S. Constitution	
Step 1	Step 2
page 1	page 2 page 3

The 17th Amendment

In 1787, delegates to the Constitutional Convention decided to give state legislatures the power to select U.S. senators. The purpose was to ensure

page 1 page 2 page 3

This excerpt is from an article published in the *Washington Times* in 1908.

[The] Senator . . . said [t]he reasons for this reform are thoroughly well understood. . . . [I]t will prevent the corruption of the legislatures. . . . [I]t will prevent men buying a seat in the Senate . . . [and] make the Senate more responsive to the will of the people. . . . [I]t will . . . [also make] candidates . . . campaign before the people.

This excerpt is taken from the public domain.

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## » Item Samplers – Item Sets

- Sometimes multiple test items are based on the same stimulus material.
  - In these cases the left-hand pane remains consistent from question-to-question,
  - but the right-hand pane changes to present new test questions.
- While scrolling will be minimized, sometimes scrolling will occur in either a stimulus passage or the test question.



# Item Samplers – Answer Explanations

- Each item has an “answer explanation” tool on the tool bar containing additional information about the item and its answer.
- Some of the information included is:
  - the question type (e.g., multiple choice, short answer, hot spot, etc.)
  - the point value of the question
    - not all questions are worth just 1 point
  - an identifier of the Assessment Target and Indicator being measured by the question
  - the correct answer with its explanation (rationale)
  - The incorrect answer choices and the explanation (rationale)

**Answer Explanation**

**Multiple Choice Item**  
1 point value

**Social Studies Indicator SSP.4.a:** Determine the meaning of words and phrases as they are used in text, including vocabulary that describes historical, political, social, geographic, and economic aspects of social studies.

**Social Studies Content Subtopic CG.c.5:** The amendment process

**Answer Rationale**

Option A	Option A is incorrect. While “cultural tradition” is one definition of the term “convention,” the contextual clues in the table and the passage make it clear “convention” is used here as a social studies-relevant term to mean a kind of assembly.
Option B	Option B is correct. The term “formal assemblies” best fits the meaning of the term “convention” as it is used in the table and the passage as they both refer to legislative bodies and conventions. The historical and political context of the table and the passage makes it clear that as used, “convention” is a kind of assembly.
Option C	Option C is incorrect. Although the word “convention” is sometimes used to mean “agreed upon contract,” particularly between states, careful analysis of the stimuli suggests that the word here is used to mean a gathering or assembly.
Option D	Option D is incorrect. The term “convention” can be used to mean “preferred writing style.” However, in the social studies-specific context of the stimuli, it is clear that the

Close

## » Item Samplers – Depth of Knowledge (DOK)

- Descriptions of the Depth of knowledge or DOK level are not provided for each question.
  - that information will be presented in a separate document on the assessment page of the GED Testing Service web site to be released later this summer



## » Item Samplers – Short Answers

- Short answer item types are identified in the instructions by the amount of suggested time allocated to them – 10 minutes
- For Short Answer questions, the answer explanation is tabbed
  - The first tab is the scoring guide, describing the criteria for scoring individual responses.
  - The other tabs provide examples of responses at each score point level.
    - The top part of the tab is the test-taker response
    - The lower part of the tab is the “annotation” – the explanation and rationale for why the response would have received that score.



# Item Samplers – Drop Down Items

- Drop-down question types contain a passage that might have several drop-down boxes within it, each drop-down box having several answer options.

The screenshot shows a test question interface. At the top, it says "RLA - Candidate Name" and "Question 5 of 10". Below that, there is a "Flag for Review" button. The main content is a passage about a laptop problem. The passage starts with "The passage below is incomplete. Navigate to each 'Select...' button and choose the option that correctly completes the sentence." followed by contact information for Ellen Gardner, CEO of Skyview PC, Inc. The passage then says "Dear Ms. Gardner:" and describes a laptop freezing issue. Two drop-down menus are highlighted with yellow circles. The first one is at the end of a sentence: "...The speed and power of our Skyview products have been [Select...]" and the second one is at the end of another sentence: "...I researched the problem and found that Skyview laptops in our serial number range have a history of freezing up, just as ours is doing. None of the advisors with whom my wife spoke acknowledged this problem. Each asked for the serial number of our machine but never mentioned that there is an ongoing problem which needs to be resolved. [Select...]"



# Item Samplers – Drop Down Items Answer Explanation

- The answer explanation for these types of questions each have their own answer explanation tab
  - the rationales behind each of the options, both correct and incorrect, are presented on individual tabs.

The screenshot shows a software window titled "Answer Explanation" with a close button in the top right corner. At the top, there are four tabs labeled "Dropdown Item 1", "Dropdown Item 2", "Dropdown Item 3", and "Dropdown Item 4". A yellow oval highlights these tabs. Below the tabs, the text "REASON" is partially visible. The main content area is titled "Answer Rationale:" and contains four options, each with a checkbox and a rationale:

- Option 1:** Option 1 is incorrect. Although the idea that "products are well-suited" closely follows the idea that the products are "outstanding," this sentence construction provides no end punctuation between independent clauses. This option contains a run-on sentence.  Incorrect
- Option 2:** Option 2 is correct. Appropriate end punctuation (a period) separates two independent clauses to correctly create two distinct sentences.  Correct
- Option 3:** Option 3 is incorrect. Although this option distinctly separates the two independent clauses with a comma, a comma is not sufficient without a conjunction. Therefore, this option creates a comma splice.  Incorrect
- Option 4:** Option 4 is incorrect. Although this construction presents a somewhat lengthy phrase as though it is an independent clause, this phrase is actually a sentence fragment and therefore cannot stand alone with end punctuation.  Incorrect

On the right side of the window, there is a vertical sidebar with the text "Dropdown Items" and a blue banner that says "1 point each". A "Close" button is located in the bottom right corner of the window.

# Item Samplers – Extended Response Items

- Extended Response items are identified by the directions indicating the estimated time allocation –
  - 45 minutes in Reasoning Through Language Arts and
  - 25 minutes in Social Studies
- Although the answer box appears small, the amount of space will expand as more text is entered, so there is no need to worry about running out of answer space.

RLA - Candidate Name Question 10 of 10

Answer Explanation Flag for Review

page 1 page 2 page 3 page 4

**Seeds of Change: How Humans Can Benefit from Influencing the Weather**

Dr. Kathleen Silverton, meteorologist, speaking at a town hall meeting in Edwardsville, Iowa, July 17, 2010

1 It might seem more like science fiction than science, but a process called cloud seeding really can increase rainfall. Since 1946, scientists have been researching technology to change precipitation.

2 We are faced with water shortages, droughts, and increasing human populations. In response, many communities in the United States rely upon cloud seeding to increase rain and snowfall. Cloud seeding involves spreading silver iodide into existing clouds. The silver causes moisture to condense more effectively, making bigger clouds and more rain.

3 Studies conducted by the Weather Modification Association and the American Meteorological Institute have shown increases in precipitation ranging from five to 100 percent! Coastal ranges have seen the highest increases.

While Dr. Silverton's speech outlines the benefits of cloud seeding, the editorial identifies drawbacks of this process.

In your response, analyze both the speech and the editorial to determine which position is best supported. Use relevant and specific evidence from both sources to support your position.

Type your response in the box. This task may require approximately 45 minutes to complete.

Cut Copy Paste Undo Redo

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# Item Samplers – ER Answer Explanations

- Tab 1 on the ER answer explanation is the ER scoring rubric
- Tab 2 takes the rubric and presents the information in a narrative format, describing the characteristics of the top-level score point on each trait in general, and then providing application to the sample item specifically.

**Answer Explanation**

Rubric | Trait Descriptions | Trait 1 | Trait 2 | Trait 3

**Extended Response Scoring Rubric**

Score	Description
<b>Trait 1: Analysis of Arguments and Use of Evidence</b>	
4	<ul style="list-style-type: none"><li>• cites relevant, specific and sufficient evidence from source text(s) to support argument(s) or explanation(s)</li><li>• thoroughly assesses validity of arguments in all of the available source text(s) (e.g., distinguishes between supported and unsupported claims, makes logical inferences about underlying premises or assumptions, identifies fallacious reasoning, evaluates the credibility of sources, etc.)</li><li>• presents purposeful argument(s) with fluid integration of ideas that square with evidence from source text(s)</li></ul>
3	<ul style="list-style-type: none"><li>• cites relevant and specific evidence from source text(s) that adequately supports argument(s) or explanation(s) (may include few irrelevant pieces of evidence or unsupported claims)</li><li>• adequately assesses validity of arguments in source text(s)</li><li>• presents focused argument containing ideas that square with evidence from the source text(s), but may lack fluidity or citations may not be fully integrated</li></ul>
2	<ul style="list-style-type: none"><li>• cites some evidence from source text(s) (may include a mix of relevant and irrelevant citations or a mix of textual and non-textual references)</li></ul>

Extended Response Item  
**12 point value**

Close

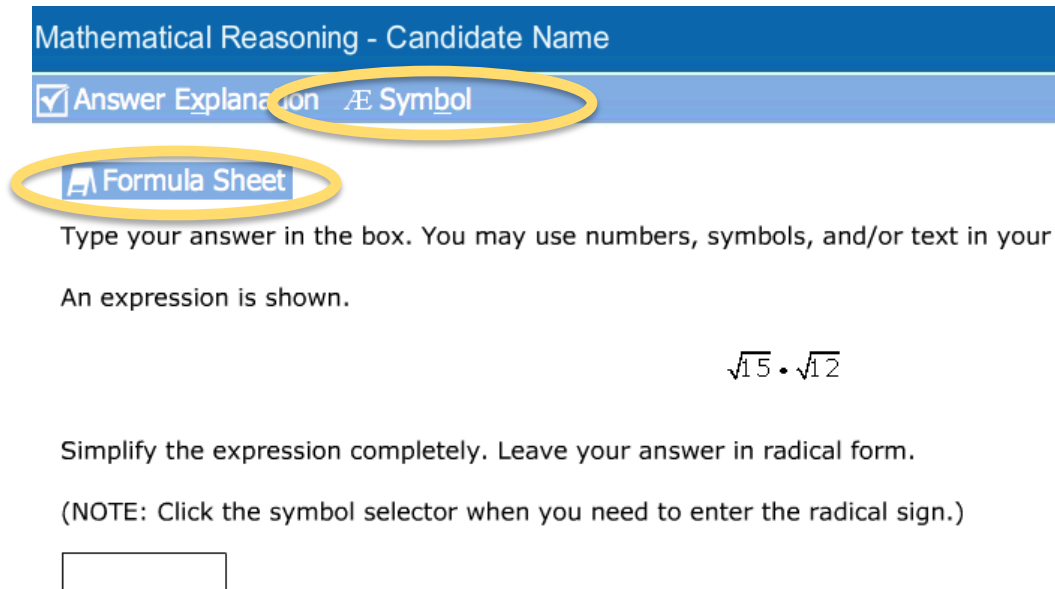
# Item Samplers – ER Answer Explanations

- The tabs marked Traits 1 , Trait 2, and Trait 3 provide three actual test-taker responses and each is evaluated on one of the traits. The examples chosen are at the minimally acceptable level of 2 out of 4.
- Each of those tabs provides an annotation from GED Testing Service that explains why the response provided would be assigned a particular score on that trait.

The screenshot displays the 'Answer Explanation' interface. At the top, there is a checked box for 'Answer Explanation' and a navigation bar with tabs for 'Rubric', 'Trait Descriptions', 'Trait 1', 'Trait 2', and 'Trait 3'. The 'Trait 2' tab is selected. The main content area is divided into two sections. The top section contains a paragraph of text: 'Cloud seeding uses chemicals to increase rain and snowfall. Some of these chemicals are poisonous to humans and the planet.' , 'An Australian study from 2010 suggested that the long-term environmental build-up of silver iodide and indium trioxide was both crucial and unknown. If the poison is in the dose, no one yet knows what the dose of harmful chemicals from cloud seeding is.' Therefore the position which is supported is that cloud seeding is can be dangerous to human health and it also disagrees with the Doctors perspective.' The bottom section contains an 'Annotation' (circled in yellow) that reads: 'The response establishes an organizational structure by addressing the speech first, discussing the editorial next, and then asserting which position is best supported to conclude. This structure allows for a simple progression of ideas in which some of the ideas are developed. For example, the discussion of the speech includes a claim ("Dr.Silverton has managed to outline the benefits of cloud seeding") that is developed with a single piece of textual support ("...many communities in the United States rely upon cloud seeding to increase rain..."). However, some details lack a clear connection to the main idea, ("Cloud seeding involves spreading silver iodide into existing clouds.") and therefore seem somewhat irrelevant. Phrases like "...not negatively effective at all" and "...cloud seeding is can be dangerous to human health and it also disagrees with the Doctors perspective" demonstrate a lack of precision with language that leads to a lack of clarity. Overall, this response does not present a clear purpose and its explanations are frequently disjointed. Therefore, this response receives a score of 2 for Trait 2.'

## » Item Samplers – Math Tools

- The Mathematical Reasoning Sampler has several additional tools:
  - The “Formula Sheet” tool.
  - The Symbol tool that allows test-takers to select certain mathematical symbols in a fill-in-the-blank response.



Mathematical Reasoning - Candidate Name

Answer Explanation  Symbol

Formula Sheet

Type your answer in the box. You may use numbers, symbols, and/or text in your answer.

An expression is shown.

$$\sqrt{15} \cdot \sqrt{12}$$

Simplify the expression completely. Leave your answer in radical form.

(NOTE: Click the symbol selector when you need to enter the radical sign.)

# Item Samplers – Math Tools

- Most questions in the mathematical reasoning test and some items in the science and social studies tests will also include
  - The Calculator tool – a link to the on-screen Texas Instruments TI-30XS scientific calculator, and
  - The Calculator reference tool – which shows example calculations on the TI-30XS

Mathematical Reasoning - Candidate Name Question 4 of 12

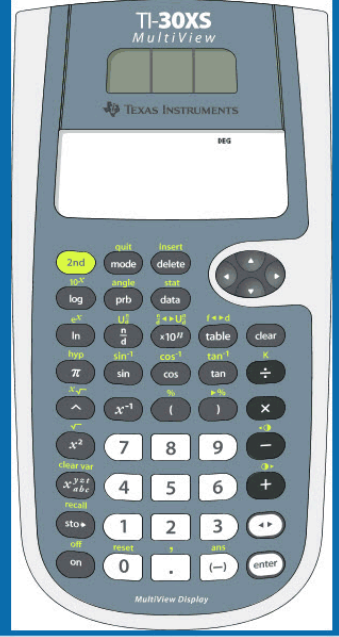
Answer Explanation  Calculator  Flag for Review

A scientist is studying tree growth in a park. She measures the diameter of trees in the same park each year. The table shows the data for tree 2.

Year	Tree Diameter (inches)
1	1
3	1
5	1
7	2
9	2
11	2
13	2

This is the final year of her data collection for the red maple tree group.

**Calculator**



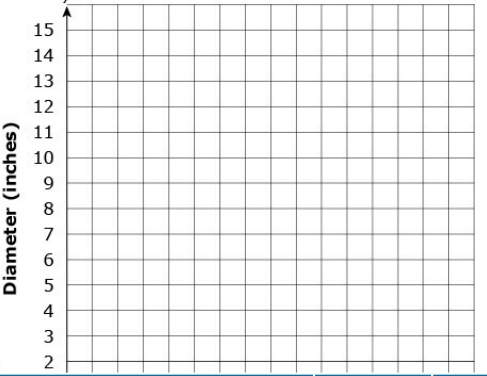
**Formula Sheet** **Calculator Reference**

The scientist plots the data for tree 2 on a coordinate grid. She begins by plotting data for year 3 and year 11. What are the locations of the two points on the coordinate grid?

Click on the grid to plot the points.

(Note: To remove a point, place the arrow over the point and click the left mouse button.)

**Diameter of Tree 2**



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## » Item Samplers – Calculator Tutorials

- Note – the calculator tool in the Item Samplers are only images of the TI-30XS –not a working calculator. Visit <http://www.atomiclearning.com/ti30xs/> for tutorials on the TI-30XS. GED Testing Service will be providing GED® test-specific tutorial materials in the future.



# Item Samplers – Test-taker Tools

- Each of the items contains the “Flag for Review” tool, to indicate how a test-taker would identify a particular item that he or she wanted to revisit before submitting their test for scoring.
- The last screen in each Sampler is the review screen.
  - This shows how test-takers would be able to navigate back through the test to revisit questions or check their answers

Mathematical Reasoning - Candidate Name

Item Review Screen

Instructions

Below is a list of the test questions.

- If you did not answer a question, the word Unanswered appears next to the question number.
- If you marked a question that you wanted to review at the end of the test, the flag outline will be filled in with blue.
- You can click on a Question name to review your answer.
- You can also use the buttons in the bottom, right corner of the screen.

Sampler (12 Questions, 11 Unanswered)

Question 1	Unanswered	Question 2	Unanswered	Question 3	Unanswered
Question 4	Unanswered	Question 5	Unanswered	Question 6	Unanswered
Question 7	Unanswered	Question 8	Unanswered	Question 9	Unanswered
Question 11	Unanswered	Question 12	Answered		

End Test | Review All | Review Unanswered | Review Flagged



## » Item Samplers - Summary

- There is a lot more to explore in the item samplers, but this quick introduction will get you started.
- Monitor our website for announcements in the coming weeks and months about new resources to help you prepare adult learners for success on the 2014 GED® test.
- If you have comments and questions, don't hesitate to email us at [GED2014@gedtestingservice.com](mailto:GED2014@gedtestingservice.com).

On behalf of GED Testing Service, thank you!

